



Year 5

What makes planet Earth unique?



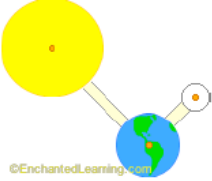
L earning Journey

E ngaging

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N ova Curriculum

<p>Launch: Earth activity day: 1) Earthquake towers 2) Fizzy bottle rockets 3) Tornado art</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Write a non-chronological report about our solar system</p>	<p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Create model linking earth/sun/moon</p>  <p>©EnchantedLearning.com</p>	<p>Describe the movement of the moon relative to the Earth</p> <p>Why does the shape of the moon change?</p> <p>Trip? Explorer dome? We the curious workshop?</p>	<p>Explain that unsupported objects fall towards Earth because of gravity acting between the Earth and the falling object</p> <p>Create simulation of meteor hitting earth</p> <p>Newspaper report of meteor hitting earth</p>
<p>Identify how and why volcanoes erupt</p> <p>Build model volcano (vinegar/bicarb/red food dye)</p> <p>We will take inspiration from Margret Godfrey to</p>	<p>Explain why and where earthquakes occur</p> <p>Write in role a narrative as a survivor of a natural disaster (Faded clip for writing inspiration)</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p>Trip? Avon Wildlife trust- Feed Bristol , plants focus</p>	<p>Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears.</p> <p>Make moving globe</p>	<p>Landing: (Purpose and authentic audience)</p> <p>To film a natural history series for another year group to watch (y3?) with episodes covering:</p> <ul style="list-style-type: none"> Our universe Orbits and seasons Life on planet Earth Habitats and animal life cycles Natural disasters- volcanoes/earthquakes

create a collage by layering tissue paper.				Natural disasters- tornados/floods
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Key skills and Knowledge Coverage from NC & Nova Skills Progressions

<p>As Writers we will be writing:</p> <ul style="list-style-type: none"> • Write non – chronological reports about space/the universe • Write a newspaper report about a meteor hitting the Earth • Write in role a narrative as a survivor of a natural disaster 	<p>As Mathematicians we will developing our understanding of:</p> <ul style="list-style-type: none"> • Decimals • Geometry • Measures
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<p>As Scientists we will develop our knowledge and understanding of <u>Earth and Space and Living things, including humans</u></p> <p>We will:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky. • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age. 	<p>Through scientific enquiry, we will be:</p> <p><u>Pattern seeking</u> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><u>Researching using secondary sources</u></p> <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support or refute ideas or arguments
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<p>As Geographers we will:</p> <ul style="list-style-type: none"> • identify how and why volcanoes erupt • explain why and where earthquakes occur 	<p>As designers we will:</p> <ul style="list-style-type: none"> • Ensure products have a high quality finish, using art skills where appropriate. • Make suggestions on how their design/product could be improved. • Use a glue gun with close supervision. • Join materials using appropriate methods. • Use a hand drill to drill tight and loose fit holes. • Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears. • Join/combine materials with temporary, fixed or moving joints.
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As Artists we will :

- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Develop ideas using different or mixed media, using a sketchbook.
- Awareness of the potential of the uses of material.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- To be expressive and analytical to adapt, extend and justify their work.

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In Computing we will be:

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As Musicians we will:

- (Bristol Plays Music scheme of work)

As fit and healthy citizens we will: (RSE)